Section 4: Participant Satisfaction Tool

Purpose

Satisfaction data provide insight regarding participants' reactions to a curriculum and what they learned. Satisfaction data can be used to gauge what aspects of your curriculum are working well and what areas could be strengthened.

Overview of Steps for this Tool

To use this tool, you will need to:

1. Select the population/decide who you will survey
2. Create your participant satisfaction tool (see the collection of sample items in Appendix 4A for help)
3. Collect 50 to 100 participant satisfaction surveys from the population you have selected
4. Score participants' responses and summarize the data
5. Interpret the data and discuss potential program changes based on the data

Materials for this Section

- Collection of possible participant satisfaction items (Appendix 4A)
- Sample Participant Satisfaction Tools (Student and Teacher) (Appendix 4B)
- Participant Satisfaction Tool Template (Appendix 4C)

Step 1 Select the Population

Define the Population

You can collect satisfaction data from all participants, or you may want to focus on just a portion of the participants you reach. Here are some factors to think about as you define the population from which you want to collect satisfaction data:

- *Are you working with a population you haven't worked with before?* If yes, you may be interested in assessing their reaction to your curriculum since it hasn't been implemented with them before.
- *Are you implementing a new curriculum?* If yes, you may be interested in assessing the reaction of the population that is participating in your new curriculum since it hasn't been implemented before.
- *Are you implementing your curriculum in a variety of different settings?* If yes, you may want to collect data from participants in each setting to determine whether participants' reactions differ depending on where it is taught.
- *Is your curriculum being implemented by a variety of educators?* If yes, you may want to collect data from participants who are being taught by each educator to determine whether participants' reactions vary depending on who taught the curriculum.

Decide How Many Participants You Will Collect Data From

There is no magic number of surveys that are needed to assess participants' satisfaction with your curriculum. If you collect data from too few people, their views may not be representative of other people receiving the curriculum.

You could collect data from everyone, but if you reach a lot of people it will require resources that could be used elsewhere. When you reach a lot of people it is better to identify a sample of participants to survey.

- For the purpose of the Local CPI Evaluation, we recommend you collect participant satisfaction data from at least 50 participants.
- If possible, it is best <u>not</u> to administer your satisfaction survey with the same participants who are completing the statewide pre/post survey. This will reduce the survey burden for these participants.

If you collect data from a sample of participants, be sure to sample randomly. Here are some ways to pick your sample:

- Collect data from every other class or site in which your curriculum is implemented.
- Create a calendar or list of implementation that shows all the times you will implement your curriculum. Number the list. Write the numbers on scraps of paper and put them in a bag. Draw numbers from the bag. Collect data from the sites that correspond with the numbers you picked.

Summary

After completing this step, you should know who you will collect data from and about how many people/classes/sites will be asked to complete the tool. Ask yourself: *Why did I pick this population?*

Step 2 Create Your Satisfaction Tool

Define Areas to Measure

Next, you need to think about what kind of information you would like to collect from your participants. They are a valuable resource for you and can give you insights regarding your curriculum, including how it can be improved. Here are some common areas to assess:

- General reactions to the curriculum or teaching
- Reactions to program length
- Appropriateness of the curriculum for others
- Perceived curriculum impact (e.g., on expressing sexual limits or resisting pressure, communicating with others, etc.)
- Likelihood participants will use information and skills in the future
- Suggestions for curriculum improvement
- Reactions to clinical services

Identify Items for Each Area

We have created a list of possible items in these general areas (see Appendix 4A). You can use or modify items in Appendix 4A or create your own items. Be sure to pick items that would give you new insights or information that could help you strengthen your curriculum.

There is no set length for a satisfaction survey. It can be as short or long as you feel is appropriate for your setting and population.

Create your Participant Satisfaction Tool

After selecting your items, you need to put the items into a survey format. We have provided sample participant satisfaction tools in Appendix 4B to display how a survey might look. We also have provided a template with instructions that you can use to create your participant satisfaction tool (see Appendix 4C).

Adapt the Tool for Your Population as Needed

In some cases, you may want to modify your satisfaction tool to make it more usable with your population. If you are working with younger populations or populations with limited reading skills consider these adaptations:

- Use pictures rather than words for your answer choices on the survey.

  Example: What did you think of the program?

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- Read the questions out loud to the participants.
- Use an overhead projector to show the questions to the participants. Read each one out loud.
- Use fewer response choices (e.g., 3 instead of 5), and avoid open-ended questions that require a lot of writing.
- Interview participants and fill out the form based on their answers.

If you are collecting data in settings that have restrictions on using pencils. Here are some options for collecting satisfaction data in these settings:

- Give each participant a sheet of colored dots to use for marking their answers.
- Use crayons.
- Show questions on an overhead projector and have participants go to stations marked in the room with the different answer choices.

Summary

After completing this step, you should have a satisfaction tool you can use to collect data from the population you selected. Ask yourself: *Why did I pick these items?*

Step 3 Collect the Satisfaction Data

Make a Decision on Timing

You can collect satisfaction data at the end of your curriculum, after each lesson, or both. Here are some factors to think about as you are making a decision about when to collect your satisfaction data:

- It is most common to collect satisfaction data after implementing your entire curriculum. This gives participants a chance to react to the curriculum as a whole. If your curriculum was long, or it extended over multiple weeks, you may need to do a quick review of the entire curriculum before having participants fill out their forms.
- Some program facilitators find it helpful to collect limited satisfaction data after each lesson or after selected lessons (e.g., a new activity). Collecting data right after a lesson is particularly useful if you are pilot testing a new curriculum or activity because you capture participants' immediate reactions to the materials.

Select a Strategy for Satisfaction Data Collection

There are many different ways you can collect satisfaction data (refer to Table 1). Consider the following strategies that can be used for satisfaction data collection:

- Surveys
  - Satisfaction questions could be added at the end of an existing posttest survey.
  - A separate satisfaction survey could be developed. See SAMPLE Satisfaction Surveys in Appendix 4B.
- Interviews
  - You could collect satisfaction data through small-group interviews (focus groups).
  - You could collect satisfaction data by interviewing participants one-on-one.

- Verbal Assessment
  - The instructor could ask questions of the group out loud and:
    - record their answers on a flip chart page that is posted at the front of the room;
    - ask respondents to record their answers on a blank sheet of paper, noting the question number next to each of their responses; or
    - ask participants to go to stations in the room that are marked with the answer choices. He/she could then record the number of people standing at each station on chart paper.

Administering the Surveys

Here are a few guidelines for administering satisfaction surveys.

- Plan to administer the participant satisfaction survey during the last 5-10 minutes of a class or presentation; usually this will occur on the last day of your program.
- Tell the participants not to put their names on the survey (unless you need names for some reason).
- Encourage participants to be honest with their feedback. Emphasize that their feedback will help you make the program even better.
- If you plan to collect teacher satisfaction data about your program and/or education staff, be sure to include only teachers or other personnel who observed all or most of the program implementation, otherwise your data may not be valid.
- If you are in a clinic setting, clients could be asked to complete the survey after their visit.

Summary

After completing this step, you should have a strategy for collecting data from the population you selected using the satisfaction tool you developed. Ask yourself: *Is this the best strategy for my population?*

Table 1: Pros and Cons Associated with Strategies for Satisfaction Data Collection

Strategy	Pros	Cons
Participant Surveys	▪ Easy to administer. ▪ Can include a relatively large number of questions. ▪ Appropriate for sensitive questions.	▪ May be more difficult for populations with limited reading skills.
Participant Focus Group Interviews	▪ Can get in-depth information from participants. ▪ Can get a variety of perspectives during one discussion. ▪ Appropriate for a low literacy population.	▪ Can only include a limited number of questions. ▪ Participants may get off-track in their discussion. ▪ Less appropriate for sensitive questions.
One-on-One Interviews with Participants	▪ Can get in-depth information from participants. ▪ Appropriate for a low literacy population. ▪ Appropriate for sensitive questions.	▪ Can only include a limited number of questions. ▪ Need to conduct many interviews to get a variety of participants' perspectives.
Verbal Assessment	▪ Can get a variety of perspectives at one time. ▪ Appropriate for populations with limited reading skills.	▪ Can only include a limited number of questions. ▪ Less appropriate for sensitive questions.

Step 4 Score Participants' Responses (Data Analysis)

Scoring Question by Question

It is very important to take the time to analyze your survey data and reflect on how you might use the results to guide decisions on curriculum refinements. One way to analyze your data is to calculate the percentage of respondents that selected each answer choice. Here is an example of how you might do this.

Example: You Receive 5 Surveys.

- **Question 1 has Four Answer Choices (a-d).**
- **Four people answered Question 1; one person did not.**

- Need to base the percentage of respondents that selected each answer choice on the 4 respondents that selected an answer to question 1.
  - Q1, answer choice a:
    - 2 respondents selected answer choice a.
    - 2/4 x 100 = 50% of the respondents selected answer choice a.
  - Q1, answer choice b:
    - 1 respondent selected answer choice b.
    - 1/4 x 100 = 25% of the respondents selected answer choice b.
  - Q1, answer choice c:
    - 0 respondents selected answer choice c.
    - 0/4 x 100 = 0% of the respondents selected answer choice c.
  - Q1, answer choice d:
    - 1 respondent selected answer choice d.
    - 1/4 x 100 = 25% of the respondents selected answer choice d.

Example: You Receive 5 Surveys.

- **Question 2 has Five Answer Choices (a-e).**
- **Four people selected one answer to Question 2; one person selected two answers.**

- Need to base the percentage of respondents that selected each answer choice on the 4 respondents that selected only one answer to question 2.
  - Q2, answer choice a:
    - 1 respondent selected answer choice a.
    - 1/4 x 100 = 25% of the respondents selected answer choice a.
  - Q2, answer choice b:
    - 1 respondent selected answer choice b.
    - 1/4 x 100 = 25% of the respondents selected answer choice b.
  - Q2, answer choice c:
    - 1 respondent selected answer choice c.
    - 1/4 x 100 = 25% of the respondents selected answer choice c.
  - Q2, answer choice d:
    - 1 respondent selected answer choice d.
    - 1/4 x 100 = 25% of the respondents selected answer choice d.
  - Q2, answer choice e:
    - 0 respondents selected answer choice e.
    - 0/4 x 100 = 0% of the respondents selected answer choice e.

Additional Scoring for Questions that Have Answer Choices on a Scale

For items that have a three-option or five-option scale, you may want to calculate the average score for the scale in addition to the percentage who marked each option. Here is an example of how you might do this.

Example: You Receive 5 Surveys.

- **Question 3 has Four Answer Choices – 1 (Poor), 2 (Fair), 3 (Good), 4 (Excellent).**
- **Four people answered Question 3; one person did not.**

- Base the average score on the 4 people who selected an answer to question 3.
  - 2 respondents selected Excellent (4 points each).
  - 2 respondents selected Good (3 points each).
- Add the point values of the selected answers from all respondents.
  - 2 people (4 points) + 2 people (3 points) = 14
- Divide this total by the number of people who answered the question. People who skipped the question should not be counted.
  - 14 points divided by 4 people who responded = 3.50
- The maximum possible score of 4 points indicates a very positive reaction to the curriculum (Excellent).
- The minimum score of 1 indicates a negative reaction to the curriculum (Poor).

Scoring Using a Computer Program

You also can score your surveys using a database program (e.g., Excel or Access). These programs allow you to enter the responses for each participant and to calculate basic statistics (e.g., mean scores). Sites that have evaluation consultants can ask their consultants for assistance with data analysis if needed.

Summary

After completing this step, you should have your data analyzed so that you can begin reflecting on how you might use the results to guide decisions on curriculum refinements. Ask yourself: *What do these results mean?*

Step 5 Interpret Your Data

What do you look for?

When interpreting your data, you want to look for common patterns. Here are examples of the patterns you might observe and examples of satisfaction summaries you could write.

Data Summary Supporting Current Program Practices

Participants responded positively to your curriculum if a high percentage of them agreed with the positive statements about your curriculum, and if they provided high average scores on your three-option or five-option scale questions. For example:

- 90% of the participants report that they learned something new from your curriculum.
- Participants' average score on the five-point scale they used to rate your curriculum instruction was 4.25. Most rated the instruction as "Good" or "Excellent."

Data Summary Suggesting Areas for Improvement

Participants' answers suggest a need for improvement to your curriculum if a high percentage of them (i.e., 25% or more) disagreed with the positive statements about your curriculum, and if they provided moderate or low average scores on your three-option or five-option scale questions. For example:

- 25% of the participants reported that they did <u>not</u> learn something new from your curriculum.
- Participants' average score on the 5-point scale they used to rate your curriculum instruction was 2.25. Most rated the instruction as "Poor" or "Fair."

If you are seeing patterns that suggest a need for curriculum improvement, it may be helpful for you to talk to some of the participants to get more information about what they didn't like about your curriculum. Consider the following strategies to do this:

- You could conduct focus group interviews or one-on-one interviews with a few participants to better understand the data from your satisfaction survey and how you might improve your curriculum based on those data.
- Your staff could also discuss the satisfaction results as a group and compare them to results from some of your other local evaluation tools (e.g., curriculum content tools or curriculum implementation tool) to see if the results overlap in any way.

Reporting your results

Once you have summarized your results and thought about what they mean, you can begin to think about how to present your results to your program staff, school personnel, parents, and participants. Here are some ideas of ways you might want to report your data.

- Summarize the item-by-item results directly on the survey itself. Record the number of responses and calculate the percentages of each response option next to the survey item.
- Display key items using tables and charts.
- Summarize open-ended questions. Here are two possible ways to summarize: (1) Type the comments verbatim for each question and note the number of participants who expressed similar ideas or (2) Read through the comments for each item and look for common themes that categorize them (e.g., comments about structure, comments about content of lessons, etc). With either approach, you can use direct quotes to illustrate key points.

Summary

After completing this step, you should have a sense of what aspects of your curriculum are working well and what areas could be strengthened. Ask yourself: *What changes can I make to make my curriculum even better?*

Section 4: Participant Satisfaction Tool Reporting Requirements

Reporting Requirements

- By the **initial submission date** for your program, submit the following to your Evaluation Liaison:
  1. Blank copy of the participant satisfaction tool you developed and got approved by your OFP Consultant and Evaluation Liaison.
  2. *Draft* summary of your CPI results. The summary should address the following.
     - Who was involved in developing the satisfaction tool?
     - What process was used to develop the tool (e.g., did your site work as a group)?
     - Who was involved in implementing the tool?
     - Who completed the tool – describe the survey sample.
     - What did you learn from the satisfaction tool data you collected – describe the results and include a tally sheet of the results for each question on your satisfaction tool.
     - What changes are you most likely to make based on what you learned from the satisfaction tool data you collected?
- Up to two weeks after your initial submission and no later than the **feedback date** for your program, you will receive feedback from your Evaluation Liaison on the draft summary of CPI results that you submitted. Incorporate his/her feedback as soon as possible and submit a revised summary to your Liaison and OFP Consultant prior to the date of your final debrief phone meeting with them.
- Up to two months after your initial submission and no later than the **final debrief date** for your program, participate in a debrief phone meeting with your Evaluation Liaison and OFP Consultant to discuss your final CPI summary and next steps.
- By the **feedback form date**, submit a completed CPI Feedback Form (Tool Kit Section 6) to your Evaluation Liaison.
- Include a blank copy of your satisfaction tool and a final version of your CPI summary in the quarterly or final report that follows your final debrief phone meeting.

Reporting Dates by Program

	MIP	CCG/ I&E
Initial Submission	11/16/04	03/31/05
Feedback	11/29/04	04/15/05
Final Debrief	01/15/05	05/31/05
Feedback Form	06/15/05	

Note: Sample summaries will be provided by your Evaluation Liaison